REPORT RESUMES

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A SYLLABUS FOR CREATIVE AND INNOVATIVE SERVICES FOR THE MULTI-HANDICAPPED, SPECIAL STUDY INSTITUTE FOR THE MULTI-HANDICAPPED (LOS ANGELES, CALIFORNIA, OCTOBER 9-13, 1967).

BY- LAZAR, ALFRED L. AND OTHERS
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THIS SYLLABUS WAS DEVELOPED TO ASSIST THE PARTICIPANTS IN A 4-DAY INSTITUTE DESIGNED TO PROMOTE SPECIAL EDUCATION PROGRAMS FOR MULTIPLY HANDICAPPED CHILDREN. SECTION ONE OF THE SYLLABUS DESCRIBES THE ORGANIZATION AND OPERATIONS OF THE INSTITUTE INCLUDING CONSULTANTS, FACULTY, PANEL MEMBERS, DISCUSSION LEADERS AND RECORDERS, THE HOTEL PLAN, AND THE FILM SCHEDULE. THE SECOND SECTION ENUMERATES THE THEME FOR EACH DAY, THE PRESENTATION TOPICS, PANEL TOPICS, AND LISTS 68 SUGGESTIVE QUESTIONS WITH SPACE FOR WRITTEN REACTIONS FROM INSTITUTE PARTICIPANTS. THE THIRD SECTION LISTS A SELECTED BIBLIOGRAPHY OF ABOUT 325 ITEMS ON FIVE COMBINATIONS OF MULTIPLE DISABILITY IN CHILDREN. SECTION FOUR PRESENTS AN ANNOTATED LIST OF 36 SELECTED FILMS. (DF)

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EC 001 384

CALIFORNIA STATE DEPARTMENT
OF EDUCATION

Division of Special Schools and Services

SPECIAL STUDY INSTITUTE
FOR
THE MULTI-HANDICAPPED

October 9-13, 1967

Hollywood Roosevelt Hotel
Los Angeles, California

The Special Child

CALIFORNIA STATE DEPARTMENT OF EDUCATION

Max Rafferty
Superintendent of Public Instruction
and Director of Education

Francis W. Doyle
Deputy Superintendent; Chief
Division of Schools and Services

S. W. Patterson, Assistant Chief
Division of Special Schools and
Services

Charles W. Watson, Chief
Bureau for Physically Exceptional Children

Donald Mahler, Chief
Bureau for Educationally Handicapped
and Mentally Exceptional Children

Arthur Phelan, Chief
Bureau of Program Development and
Evaluation - Special Education

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SPECIAL STUDY INSTITUTE FOR THE MULTI-HANDICAPPED

October 9 - 13, 1967

A
SYLLABUS
for
CREATIVE AND INNOVATIVE SERVICES
FOR THE MULTI-HANDICAPPED

Compiled by:
Alfred L. Lazar
Alexander L. Britton
Alfred I. Schmidt
Dorothy Misbach
Joan Sweeney

Editors:
Alfred L. Lazar
Alexander L. Britton

This Special Study Institute was conducted by the California State Department of Education and the Office of Special Education at California State College Long Beach, funded under Public Law 85-926 as amended.

PREFACE

The trainees, consultants and faculty assembled for this institute have been commissioned with an exciting and challenging task. Existing special education programs are almost totally geared to children with a single major disability such as deafness, blindness, mental retardation, etc. It is apparent to all that children having more than one serious handicap are currently without special education programs. The major responsibility of this institute is the promotion of such special educations programs for these children.

The number of multi-handicapped children in California, needing but not receiving special education, is not precisely known. While precise knowledge is lacking as to the number of multi-handicapped children in California, there are several indications of the relative size of this group. For instance, in 1957-58 a one-time statewide survey revealed there were some 250 deaf children who were also mentally retarded and another 154 deaf children with other severe handicaps other than mental retardation. Of course, these numbers may have nearly doubled with the increase in population that has occurred since 1957-58 and perhaps as a result of the recent rubella epidemics in California

In response to a request in May 1963, principals of 51 percent of California schools reported there were 6,237 multi-handicapped children known to them. Of this number, they indicated 1,138 were not enrolled in school. Also, many of the

5,099 enrolled in school lack special education provisions indicated by the several handicaps involved. It is essential that a plan and procedure be developed for voluntarily reporting multi-handicapped children on an annual or periodic basis.

A major part of our attention should be devoted to promoting the establishment of special education programs for multi-handicapped children. Since the number of multi-handicapped children in a given district, and even in some counties, is low, much time and effort may be required in getting inter-district, or inter-county, agreements to provide special education programs, facilities and/or services for these children. Attention should also be given to community education relative to the extent and nature of the problem and the different ways in which a community or a region can meet the problems and needs of these children.

As we contemplate and plan our attack upon the task at hand, let us consider the following goals:

1. to provide the State Department of Education with a firm picture of the number of multi-handicapped children needing special education programs
2. to formulate plans that will lead to the immediate establishment of some special education programs for these children under existing circumstances
3. to identify the problems needed to be resolved to enable all such children to be afforded the necessary special education programs, and
4. to develop the basis for seeking needed legislation authorization and financial support.

At the close of the week, when the final gavel has sounded and the hustle and turmoil of "check-out" and "airporter" service surrounds us, though we be exhausted, may we be equally exhilarated from a strong feeling of accomplishment. May we also know that the words "exploratory" and "innovative" have truly been defined by those who gathered here. May we in California be able to say that a significant step has been made toward the education of all youth.

Alexander L. Britton
Coordinating Committee
Chairman

INTRODUCTION

Those working with the multi-handicapped have seen recent advances in the interest and desire of legislators, educators, doctors, and other professionals in providing innovative services to the multi-handicapped and their families. This is encouraging to those who have devoted much time and energy for so many silent years. Our chief concern at this Special Study Institute for the Multi-handicapped should be with the clarity of our goals in giving direction to this movement, with our wisdom and courage in determining the program needs of all the multi-handicapped and with our skill in making effective use of all the available resources at our disposal. If necessary, effort should be directed toward the development of effective methods for the procurement of new materials, methods, techniques, technology, and personnel to achieve the task of educating the multi-handicapped child. It is the sincere hope of the Institute Staff that this syllabus will facilitate our work.

This syllabus is organized into four major sections, each with a specific function to assist the participant to take an effective role in the institute. Section I recognizes and acknowledges the many individuals that have contributed many long hours of hard work and thought to the issue and task at hand. This section will also serve to eliminate many questions and requests for information regarding organization and personnel. It will also reveal the nature of program design.

Section II is the vital organ of this syllabus. It gives justification for the writing of the syllabus. The primary purpose of this section is to provide many questions for the participants to read, study, meditate upon, and discuss during small group discussions or in informal meetings with faculty members. These questions were contributed by members of the Coordinating Committee, Faculty, and others. Appreciation is expressed to all that contributed. It is the hope of those who made this contribution that such questions will lead to further questions and recommendations for action.

The procedure to be used in the development of ideas by all concerned will be as follows: (1) eleven faculty members will provide stimulating presentations that have somewhat been articulated to create a cluster effect around a theme for the day, (2) in addition, one panel a day will be conducted, which also is related to the theme of the day, and (3) finally some time is allocated for small group discussion where the participants may explore the issues in depth and make some recommendations for future action.

Finally, during recesses, lunch time, and for one hour each day after the formal proceedings, participants will have opportunity to view films concerning handicapped children. All of this has been planned and programmed to produce and stimulate innovative thinking upon the part of all.

Section III, a comprehensive bibliography on the subject, may serve the interested researcher, teacher, and others who desire to explore the literature.

Section IV is a film list to help in the stimulation of ideas and provide the participants an opportunity to view many excellent films not previously viewed. The film list may help serve as a guide for in-service training.

Alfred L. Lazar
Special Consultant

October 3, 1967

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Section IV. Selected Film List

SECTION I

ORGANIZATION AND OPERATIONS

Coordination Committee

Special Consultants

Institute Faculty

Panel Members

Discussion Leaders

Discussion Recorders

Hotel Plan

Film Schedule

COORDINATING COMMITTEE

Mr. Alexander L. Britton - Chairman
Assistant Professor and
Coordinator, Special Education
California State College at Long Beach

Dr. Milton Miklas, Consultant
Division of Guidance and Research
Los Angeles County Schools

Miss Dorothy Misbach, Consultant
Education of Visually Handicapped
California State Department of Education

Miss Joan Sweeney, Consultant
Education of Visually Handicapped
California State Department of Education

Miss Ilah F. Wilstach, Consultant
Division of Guidance and Research
Los Angeles County Schools

SPECIAL CONSULTANTS

Mr. E. E. Black, Special Consultant
Division of Special Schools and Services
California State Department of Education

Mr. Alfred L. Lazar, Special Consultant
Assistant Professor of Education
California State College at Long Beach

Mr. Alfred I. Schmidt, Special Consultant
Assistant Professor of Education
California State College at Long Beach

SPECIAL STUDY INSTITUTE FACULTY

Louis Cooper, M.D., Rubella Evaluation Project, New York University Medical Center, New York.

Charles R. Gardipee, M.D., Chief, Bureau of Mental Retardation, California State Department of Public Health, Berkeley, California.

Frank M. Hewett, Ph.D., Professor of Education, Neuropsychiatric Institute, Los Angeles, California.

Thomas E. Jordon, Ed.D., Vice-President, St. Mary's College, South Bend, Indiana.

Wayne Lance, Ph.D., Associate Professor and Director-Special Education IMC, University of Oregon, Eugene, Oregon.

Edgar L. Lowell, Ph.D., Director, John Tracy Clinic, Los Angeles, California.

Robert A. Naslund, Ph.D., Professor of Education, University of Southern California, Los Angeles, California.

Laurence J. Peter, Ed.D., Associate Professor of Education, University of Southern California, Los Angeles, California.

William R. Reid, Ph.D., Professor of Education, Colorado State College, Greeley, Colorado.

Ronald E. Rulofson, Consultant, Developmental Centers for Handicapped Children, California State Department of Education, Sacramento, California.

Louis Schwartz, Ph.D., Professor of Special Education, Trenton State College, Trenton, New Jersey.

PANELS - MEMBERS

1. PANEL: "Special Programs Presently in Operation for the Multi-Handicapped"

Chairman - Mrs. Aleen Agranowitz, Director, Speech and Language Development Center, Anaheim, California

Donald Calvert, Ph.D., Executive Director, San Francisco Hearing and Speech Center, San Francisco, California

Jules Ross, M.D., Director of Special Education and Therapy Program for Emotionally Disturbed Blind Children, Foundation for Junior Blind, Los Angeles, California

Mrs. Jeanne Huffman (R.N.), Supervising Nurse and Coordinator HIP Project CDCII, Sonoma State Hospital, Eldridge, California

Mrs. Ella Allan, Principal, El Portal del Sol School, San Mateo, California

Mrs. Freda Chaikin, Director of Special Education, Foundation for Exceptional Children, Los Angeles, California

Allice Garrett, M.D., Rancho Los Amigos Hospital, Downey, California

2. PANEL: "The Multi-handicapped and Parental Problems"

Chairman - Dr. Alathena J. Smith, Psychologist, John Tracy Clinic, Los Angeles, California

Mrs. Margaret Saunders, Counselor, Variety Club Blind Babies Foundation, Fair Oaks, California

Mrs. Norma Bartz, Los Angeles, California

Mrs. Phyllis Mager, Los Angeles, California

Mrs. Nellie Girard, Santa Ana, California

Mr. Laurel W. Simpson, Assistant Director, Special Services, Placentia Unified School District, California

Evis J. Coda, M.D., Medical Director, Kennedy Child Study Center, Santa Monica, California

3. PANEL: "Problems Confronting Public Schools in Providing Special Services for Multi-handicapped Children: A Case History Approach"

Chairman - Miss Joan Sweeney, Consultant in Education of the Visually Handicapped, California State Department of Education

Mr. Lester I. Foster, Principal, Columbia School, Torrance, California

Mr. Ernest Neufeld, Speech Therapist, Stockton City Unified School District, Stockton, California

Mrs. Diane Leichman, Supervisor, Mentally Retarded and Multiply Handicapped, Los Angeles City Unified School District, Los Angeles, California

Mrs. Lucille O. Potter, Coordinator, Program for Visually Handicapped, Azusa Unified School District, Azusa, California

Miss Jennie Elenbaas, Principal, Byron E. Thompson School, El Monte, California

4. PANEL: "Innovations in Teacher Training with Multi-handicapped Children"

Chairman - Leo F. Buscaglia, Ph.D., Assistant Professor of Special Education, University of Southern California, Los Angeles, California

Nicholas S. Mallek, Director of Special Education, Grossmont Union High School District, Grossmont, California

Philip H. Hatlen, Ph.D., Associate Professor of Education, Department of Special Education, San Francisco State College, San Francisco, California

Chester A. Taft, Director, Whittier Area Cooperative Special Education Program, Santa Fe Springs, California

Eileen Jackson, Ph.D., Associate Professor of Education, Department of Special Education, San Francisco State College, San Francisco, California

Lamar Mayer, Ph.D., Assistant Professor of Special Education, Department of Special Education, California State College at Los Angeles, Los Angeles, California

Thomas E. Jordon, Ed.D., Vice President, St. Mary's College, South Bend, Indiana

Louis Schwartz, Ph.D., Professor of Special Education, Trenton State College, Trenton, New Jersey

Virginia Templeton, Coordinator, Programs for Mentally Retarded, Orange County Schools Office, Santa Ana, California

5. PANEL: "Legislative Needs in Providing Effective and Innovative Services to the Multi-handicapped"

Chairman - Virginia Templeton, Coordinator, Programs for the Mentally Retarded, Orange County Schools Office, Santa Ana, California

Charles W. Watson, Chief, Bureau for Physically Exceptional Children, California State Department of Education, Sacramento, California

David C. Wright, Director, Student Services Department, San Diego City Schools, San Diego, California

Edward Ahrens, Supervisor, Special Education, Long Beach Unified School District, Long Beach, California

Lloyd Jones, Assistant Superintendent, Garden Grove Unified School District, Garden Grove, California

Arthur Phelan, Chief, Bureau of Program Development and Evaluation, Special Education, California State Department of Education, Sacramento, California

DISCUSSION GROUP LEADERS

Mr. Edward H. Ahrens, Supervisor of Special Education, Long Beach Unified School District, Long Beach, California

Dr. Allan Arrow, Consultant, Trainable Mentally Retarded, Los Angeles County Superintendent's Office, Los Angeles, California

Dr. Richard Keefe, Assistant Superintendent, Department of Special Education, Contra Costa County Schools Office, Pleasant Hill, California

Mrs. Diane S. Leichman, Supervisor, Mentally Retarded and Multiply Handicapped, Los Angeles Unified School District, Los Angeles, California

Mr. Thomas I. Murphy, Director of Special Education, Santa Barbara School District, Santa Barbara, California

Mr. Louis J. Rienzi, Coordinator, Special Education, Tulare County Schools Office, Visalia, California

Mrs. Evelyn Stahlem, Principal, Mary Bennett School, Los Angeles Unified School District, Los Angeles, California

Mrs. Leona Van Antwerp, Director of Special Education, Sutter County School Office, Yuba City, California

Dr. Harry Wall, Chairman, Department of Special Education, California State College at Los Angeles, Los Angeles, California

DISCUSSION GROUP RECORDERS

Mrs. Echo Allen, Speech and Hearing Specialist, South San Francisco Unified School District, South San Francisco, California

Mrs. Kay Curnow, Specialist, Telo-Class, Home and Hospital Instruction, Los Angeles Unified School District, Los Angeles, California

Mr. Joseph Howard, Director of Special Education, Stanislaus County Schools Office, Modesta, California

Miss Nona Kirk, Teacher of Orthopedically Handicapped, Bitte County Schools Office, Oroville, California

Dr. Arthur Mitchell, Assistant Professor of Education, San Diego State College, San Diego, California

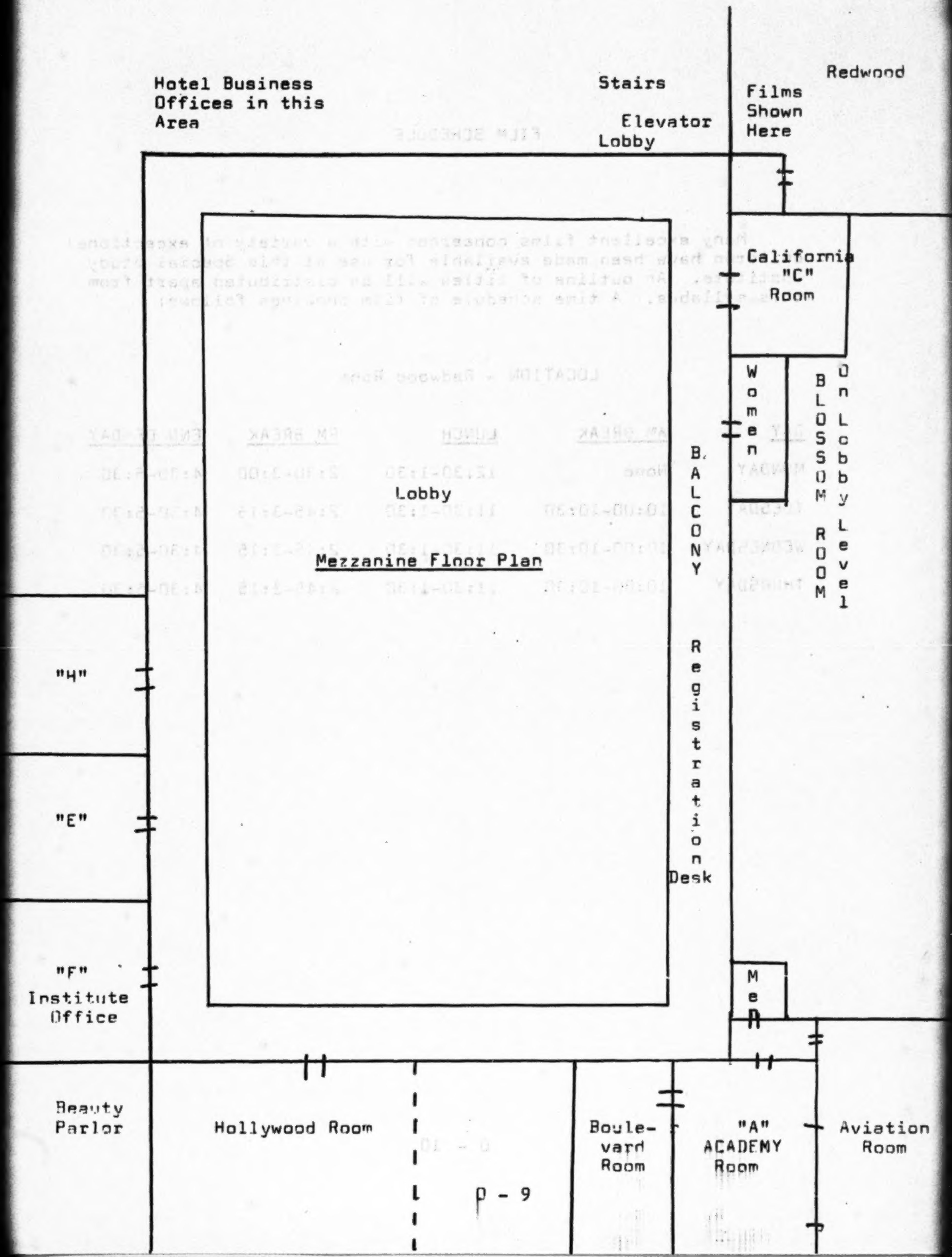
Mr. Robert Pennington, Director of Special Services, Manhattan Beach City School District, Manhattan Beach, California

Miss Evelyn Shellgrain, Supervising Teacher, California School for the Deaf, Berkeley, California

Mrs. Cecelia A. Snapp, Coordinator of Aural Education, Compton Elementary School District, Compton, California

Miss Kathleen Waite, Coordinator, Mental Retardation, Placer County Schools, Auburn, California

Mezzanine Floor Plan


Hotel Business Offices in this Area
Stairs
Elevator Lobby
Redwood
Films Shown Here
California "C" Room
Women
BLOSSOM ROOM
On Lobby Level
BALCONY
Lobby
Registration Desk
"H"
"E"
"F" Institute Office
Men
Beauty Parlor
Hollywood Room
Boulevard Room
"A" ACADEMY Room
Aviation Room

FILM SCHEDULE

Many excellent films concerned with a variety of exceptional children have been made available for use at this Special Study Institute. An outline of titles will be distributed apart from this syllabus. A time schedule of film showings follows:

LOCATION - Redwood Room

DAY	AM BREAK	LUNCH	PM BREAK	END OF DAY
MONDAY	None	12:30-1:30	2:30-3:00	4:30-5:30
TUESDAY	10:00-10:30	11:30-1:30	2:45-3:15	4:30-5:30
WEDNESDAY	10:00-10:30	11:30-1:30	2:45-3:15	4:30-5:30
THURSDAY	10:00-10:30	11:30-1:30	2:45-3:15	4:30-5:30

SECTION II

PROGRAM OUTLINE AND STUDY QUESTIONS

Theme for the Day

Presentations - Topic

Panel Topic

Study Questions

Reactions

Recommendations

A. Monday: THEME: "Overview of the Problem"

PRESENTATIONS:

"Community Challenge: Case Study 1964"

"National Trends for Services for the Multi-handicapped"

"California Trends for Services for the Multi-handicapped"

PANEL: "Special Programs Presently in Operation for the Multi-handicapped"

QUESTIONS - REACTIONS - RECOMMENDATIONS

(It is suggested that each participant write reactions and/or possible recommendations to the below listed questions. These can then be presented for further discussion during small group discussions. Space is provided between questions to that this can be done.)

1. Who are the multi-handicapped? What would be a good operational definition for identification and classification?

2. Who should assume responsibility for providing the services needed to allow the multi-handicapped to achieve maximal potential?

3. What are some specific services required by the child who is multi-handicapped?

4. What are some specific services required by the family with a child who is multi-handicapped?

5. How should these services be financed?

6. How can the multi-disciplinary team approach be promoted with regard to the medical, educational, and social welfare of the multi-handicapped child and family?

7. How extensive is the research data to yield incidence and prevalence at local, state, and national levels?

8. How can research be encouraged which will yield improved techniques for education of the multi-handicapped?

9. What are criteria that can be used to measure the success of the community in meeting the needs of the multi-handicapped?

10. What implications does Assembly Bill 862 have to offer educators and others interested in helping the multi-handicapped?

11. What is the extent and nature of some of the services that are now being developed to help the multi-handicapped child and his family?

12. Is providing services to the multi-handicapped child a local, state, or national problem? How might the services between these governmental levels be articulated?

B. Tuesday: THEME: "Factors for Consideration in Planning for the Multi-handicapped Child and Family"

PRESENTATIONS:

"Some Thoughts About the Use of Multi-Disciplinary Team Evaluation with the Multi-handicapped"

"The Multi-handicapped Deaf Child"

"The Process of Curriculum Development: Implications for Educators of the Multi-handicapped"

PANEL: "The Multi-handicapped and Parental Problems"

13. From what level of educational organization shall multi-handicapped children be served?

    a. Existing state residential schools for blind, deaf, cerebral palsied?

    b. New special residential schools for the multi-handicapped?

    c. Special classes at the county or district level?

    d. Developmental centers?

    e. Cooperative Special Education Districts?

    f. Within the framework of existing special education programs?

14. What implications does preparation of teachers of the multi-handicapped have for the present professional category?

15. How can we make better use of parents in the educational programs?

16. Who should be responsible for the parent participation and what type of training for professional personnel to supervise the parent's program?

17. **Is a new organizational concept required to insure coordination of all services required for multi-handicapped?**

18. Should the curriculum for the multi-handicapped be the same as for "normal" children? If not, in what respect should it differ?

19. By what process would objectives of education for the multi-handicapped be determined? What factors must be taken into consideration in establishing such objectives?

20. How should curriculum for the multi-handicapped be defined?

21. What definition of "education" is suitable for the multi-handicapped?

22. What criteria should be used to determine scope and sequence in the curriculum for the multi-handicapped?

23. How shall the curriculum itself be organized?

    a. by subject?
    b. by broad fields of study, i.e. social studies?
    c. by an individualized plan for each child?

24. Are the current techniques for teaching single category children applicable to the multi-handicapped?

25. What might be some unique qualities of the multi-handicapped that may require new approaches to their management?

26. What might be some specific kinds of equipment and classroom devices that might be required to logistically support these children in the framework of a public school setting?

C. Wednesday: THEME: "Educational Innovations that Can Be Used in the Education of Multi-handicapped Children"

PRESENTATIONS:

"Special Education Instructional Material Center - A National Action Program"

"Persistent Problems in the Education of the Multi-handicapped"

"Prescriptive Teaching as an Integrating Process in the Education of the Multi-handicapped"

PANEL: "Problems Confronting Public Schools in Providing Special Services for the Multi-handicapped: A Case History Approach"

27. How can the Instructional Material Center be of help to the public school teacher of the multi-handicapped?

28. Why do we need a program for the multi-handicapped? Could they not be served by existing special education programs?

29. How can language development be facilitated with the multi-handicapped?

30. How effective is the team approach in achieving an interdisciplinary diagnosis?

31. What has been the outcome of mental health consultation?

32. What is the meaning of multi-handicapped in terms of educational relevance?

33. How can private and other public resources be utilized in planning and developing educational programs?

34. What are some pros and cons of the multi-agencies versus single agency approach in meeting the needs of the multi-handicapped throughout the period of life?

35. What role, if any, do parent and private philanthropic organizations play?

36. What are some of the problems confronting public school administrators and teachers that are now experimenting with the education of the multi-handicapped?

37. Do we really need a specialist in this area as a teacher, or can the present teacher training programs be adapted?

D. Thursday: THEME: "New Kinds of Educational Innovations Needed to Meet the Needs of the Multi-handicapped"

PRESENTATIONS:

"Matthew 25:40"

"The Clinician-Educator and the Multi-handicapped"

"Educational Planning for the Multi-handicapped"

PANEL: "Innovations in Teacher Training with Multi-handicapped Children"

38. The National Conference on the Education of the Deaf recommended a national high risk register for the multi-handicapped deaf persons be established. Might this type of register be developed for all kinds of multi-handicapped individuals? In what way?

39. What kinds of multi-handicapped children are not in public schools or developmental centers? Why?

40. What are some of the factors that prevent many multi-handicapped children from being enrolled in the public schools?

41. What are some of the limitations and benefits of the present categorical programs?

42. What are possible ramifications of programming for the multi-handicapped as relates to:

    a. mandatory fire drill?
    b. feeding?
    c. toileting?
    d. bussing?
    e. other?

43. What approach should be taken in placement and programming for exceptional children with more than one handicap?

44. What criteria should be used in establishing major and minor handicapping conditions?

45. What should be done to meet the needs of parents facing the ordeal of raising a multi-handicapped child?

46. What is the nature of parental guidance and counseling required?

47. What considerations must be given to environmental specialization for class and resource rooms for the multi-handicapped?

48. What impact will Assembly Bill 272 have on financing a program for children requiring multi-special approaches? Is the dual excess cost the answer?

49. How or should the allied public service agencies be involved in meeting the needs of the multi-handicapped child enrolled in school?

50. What should the extent, if any, of private non-profit organizations such as UCP or ARC be?

51. What will be the extent of impact on the community and resultant needs to be met as hospitalized children return to the community where appropriate programs for the multi-handicapped are initiated?

52. What planning can presently take place between the California state hospital and public school administrators?

53. **Can and should the multi-handicapped be served by the public schools? What kind of multi-handicapped?**

54. How do the special educational needs of the multi-handicapped child differ from the other categories of exceptionality?

55. What is the role and function of the "clinician-educator"?

56. Identify the discrepancies between the required competencies of the "clinical" teacher and the existing state certification and teacher education curricula.

57. How would you approach bridging the gap between concept and practice in the preparation of the "clinician-educator"?

58. Do we need a new type of specialized training program for the teachers of the multi-handicapped? Can we modify some of the existing teacher training programs to meet the need?

59. Would the teacher of the multi-handicapped need specialized certification? If so, what kind of certification?

E. Friday: THEME: "The Challenge is Ours"
PRESENTATION:

"Converted Conviction"

PANEL: "Legislative Needs in Providing Effective and Innovative Services to the Multi-handicapped"

60. Can we justify the continuation of teacher education programs for each separate category of exceptionality?

61. Is it feasible to have one preparation program for teachers of the handicapped with one or two courses added for further specialization in the use of Braille and language for the deaf?

62. What advantages may accrue if instructional materials for exceptional children are categorized by specific remediation needs rather than by categories of exceptionality?

63. What problems may develop in initiating classes for the multi-handicapped in view of the present organization of classes in California? i.e. What about the multi-handicapped TMR child now in the TMR class?

64. What school board and parental reactions might be expected when classes for the multi-handicapped are initiated?

65. What procedures might be developed and used to introduce classes for the multi-handicapped within the public school framework?

66. What is the present status of legislation at the National level?

67. What is the current status of legislation in California?

68. What are some local needs that need to be translated into legislation?

SUMMARY OF RECOMMENDATIONS

SECTION III

Selected Bibliography

THE MULTI-HANDICAPPED CHILD

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SECTION IV

Selected

FILM LIST

1. ACQUISITION OF LANGUAGE BY A SPEECHLESS CHILD

Order From: Psychological Cinema Register
Audio-Visual Aids Library
Pennsylvania State University
University Park, Pennsylvania

Description

A speechless eight-year old boy responds accurately to oral instruction. He was born with multiple anomalies (ptosis, strabismus, cleft lip, clubfeet).

Time

17 min. Color

2. AIDS FOR TEACHING THE MENTALLY RETARDED

Order From: Thorne Films
1229 University Avenue
Boulder, Colorado

Description

Creative work of Maurice P. Smith in developing perceptual motor coordination skills with mentally retarded children. Film deals primarily with trainable mentally retarded at Laradon Hall in Denver, Colorado.

Time

38½ min.

3. ANNE SULLIVAN DISPLAY

Order From: Film Library
Campbell Films
Academy Avenue
Saxtons River, Vermont 05154

Description

Film deals with displays of pictures taken throughout Anne Sullivan's life with Helen Keller. The displays include present-day pictures showing how deaf-blind children are being educated and how deaf-blind adults are being rehabilitated.

Time

4. **CHILDREN OF THE SILENT NIGHT**

Order From: Film Library
Campbell Films
Academy Avenue
Saxtons River, Vermont 05154

Description

Educating deaf-blind children at the Perkins School.

Time

27 min. Color

5. **COMEBACK**

Order From: Comeback, Inc.
16 West 46th Street
New York, New York 10036

Description

Presents the story of a hospitalized, physically disabled, and emotionally disturbed boy who is helped through therapeutic recreation to re-establish communication with the everyday world.

Time

27 min. Color

6. **COMMUNICATING WITH DEAF-BLIND PEOPLE**

Order From: American Foundation for the Blind
15 West 16th Street
New York, New York 10011

Description

Demonstrates through actual conversations with six deaf-blind people, the five most commonly used methods of communicating with deaf-blind individuals in the United States. The methods shown are: printing in the palm, the alphabet glove, the one-hand manual alphabet, the tellatouch, and the vibration method.

Time

18 min. Color

7. **DAY AT WASHINGTON BLVD. SCHOOL**

Order From: Psychological Cinema Register
Audio-Visual Aids Library
Pennsylvania State University
University Park, Pennsylvania

Description

Depicts activities in a Los Angeles elementary school for physically handicapped children. Film offers guidelines in setting up similar facilities for mentally retarded-physically handicapped children.

Time

20 min. Color

8. DEVELOPMENT CENTER FOR HANDICAPPED MINORS

Order From: Development Center for Handicapped Minors
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Description

Indicates types of, parents of and ways of working with the mentally handicapped.

Time

28 min. Color

9. EDUCATION OF EXCEPTIONAL CHILDREN

Order From: University of Illinois
Audio Visual Aids Service
Division of University Extension
Champaign, Illinois

Description

Teaching methods used with various types of handicapped children at Champaign, Illinois.

Time

22 min.

10. GIVE THEM A CHANCE

Order From: Dept. of Mental Hygiene
1500 Fifth Street
Sacramento, California

Description

Classroom activities for mentally retarded children of C.A. 7 to 13 years and M.A. 3 to 9 years. Film deals with reading, arithmetic, art, music and various class projects.

Time

12 min.

11. HELEN KELLER IN HER STORY

Order From: Division of Instructional Services
Los Angeles City Schools
Los Angeles, California

Description

A documentary biography of Helen Keller narrated by Katherine Cornell. Traces her life from birth until 76 years of age. Shows in detail how this deaf, blind, mute woman overcame her handicaps.

Time

47 min.

12. HOUSE OF MERCY

Order From: National Association for Retarded Children
420 Lexington Avenue
New York, New York 10017

Description

Describes the activities in a Lutheran institution for middle and lower grade mentally retarded, some of whom have multiple handicaps.

Time

43 min. Color

13. MENTAL RETARDATION

Order From: Miss Young
Bureau of Audio-Visual Instruction
University of Wisconsin
University Extension
P.O. Box 2093
Madison, Wisconsin 53701

Description

Overview of mental retardation showing all levels from trainable to educable mentally retarded. Presents various programs in the public, private, and parochial schools plus hospital residential.

Time

14. MODERATE RETARDATION IN YOUNG CHILDREN

Order From: Film Library
Bureau of Health Education
Dept. of Public Health
2151 Berkeley Way
Berkeley, California

Description

Shows educable mentally retarded children of C.A. 5 to 7 years with I.Q. 60 to 70 in reading and number readiness activities.

Time

42 min.

15. NOT WITHOUT HOPE

Order From: Los Angeles County Epilepsy Society
2911 West 8th Street
Los Angeles, California 90005

Description

Documentary film about an epileptic child who is followed through diagnosis, treatment and medical control.

Time

23 min. Color

16. **ONE SMALL CANDLE**

Order From: Dr. J. D. Levinson Research Foundation
629 South Wood Street
Chicago 12, Illinois

Description

Procedures in a clinic and private school for the severely retarded and multi-handicapped.

Time

18 min. Color

17. **PRICE OF HOPE**

Order From: United Cerebral Palsy Assn.
Los Angeles, California

Description

Survey of the programs provided the cerebral palsy child. Shows the pre-school, developmental centers and sheltered workshops.

Time

18. **PROGRAMS FOR THE SEVERELY RETARDED**

Order From: National Assn. for Retarded Children
420 Lexington Avenue
New York, New York 10017

Description

Describes a program at Lapeer State School for severely mentally retarded. Shows how severely retarded physically handicapped can be taught various skills such as painting, writing, typing and better self-care.

Time

30 min. Color

19. **SELLING ONE GUY NAMED LARRY**

Order From: J. J. McKenna, Business Manager
National Association for Retarded Children
420 Lexington Avenue
New York, New York

Description

A concise dramatic presentation of mentally retarded people at work.

Time Color

20. STRESS--PARENTS WITH A HANDICAPPED CHILD

Order From: California State Dept. of Mental Hygiene
Bureau of Mental Health Education
1500 Fifth Street
Sacramento, California 95814

Description

Shown are the problems of bringing up handicapped children. The stresses parents are subjected to, and the different ways five families react to that stress.

Time

30 min.

21. SUSIE'S SMALL WORLD

Order From: Easter Seal Society
228 McAllister Street
San Francisco, California 94102

Description

The story of a cerebral palsy's successful flight to progress from crawling to walking.

Time

20 min. B & W

22. TECHNIQUES OF NON-VERBAL PSYCHOLOGICAL TESTING

Order From: International Film Bureau
332 South Michigan Avenue
Chicago, Illinois 60604

Description

The program of Dr. Robert Koch being conducted at the special diagnostic clinic at Children's Hospital, Los Angeles. Deals with techniques developed at the clinic with children who have no speech or speech handicaps.

Time

20 min. Color

23. TESTING MULTIPLY HANDICAPPED CHILDREN

Order From: United Cerebral Palsy Assn.
General Services Dept.
321 West 44th Street
New York, New York

Description

Professional training film for educators and psychologists developed by Else Haeussermann.

Time

30 min. Color

24. **THE DARK WAVE**

Order From: Los Angeles County Epilepsy Society
2911 West 8th Street
Los Angeles, California 90005

Description

Story of a 12 year old girl following the diagnosis of petit-mal epilepsy. Shows the parents' shock, school board members' reaction and playmates' misunderstanding.

Time

26 min. Color

25. **THE EXCEPTIONAL CHILD: THE CEREBRAL PALSIED CHILD**

Order From: Audio-Visual Center
Indiana University
Bloomington, Indiana 47405

Description

Discusses the special problems faced by the child with cerebral palsy and explains how physical disability, psychological problems, mental subnormality, and the great number of clinical types adds to the complexity of this affliction.

Time

29 min. B & W

26. **THE FIVE DAY STUDY**

Order From: School for Cerebral Palsied Children
Lake Merced and Winston Drive
San Francisco, California

Description

Film deals with a diagnostic staff conference at Northern Cerebral Palsied School in California.

Time

45 min. B & W

27. **THE HEADBANGERS**

Order From: Public Health Service
Audio-Visual Facility
Distribution Unit
Atlanta, Georgia 30333

Description

Shows how destructive behavior such as head banging can be ameliorated. Illustrates a technique of working with a severely disturbed, retarded, blind youngster. A case history on film.

Time

Unavailable B & W

28. THE PERKINS STORY

Order From: Film Library
Campbell Films
Academy Avenue
Saxtons River, Vermont 05154

Description

Films deal with deaf-blind children at the Perkins School.

Time

29. THE POPPE PROJECT

Order From: University of California Extension Media Center
Media Distribution
2223 Fulton Street
Berkeley, California 94720

Description

Behavior shaping with the severely retarded.

Time

23 min. B & W

30. THE WORLD OUTSIDE

Order From: Film Productions
New York University
5126 Hartwick Street
Los Angeles, California 90041

Description

Shows actual treatment of two blind-autistic children. They are shown through successive stages of therapy, until they are able to play with other children and to function semi-normally.

Time

29 min. B & W

31. THE WORLD, THE FLESH AND JIMMY JONES

Order From: General Services Dept.
United Cerebral Palsy Assn.
321 West 44th Street
New York, New York 10036

Description

Shows life and problem of a cerebral palsy through therapy, education, and vocational training.

Time

20 min. B & W

32. THERE IS A SILVER LINING

Order From: Film Library
Campbell Films
Academy Avenue
Saxtons River, Vermont 05154

Description

Shows deaf-blind adults taking part in various activities and the methods they use for communications.

Time

13 min. B & W

33. THREE YEARS LATER

Order From: Audio-Visual Dept.
Western Reserve University
Cleveland, Ohio

Description

A developmental study of retarded children.

Time

37 min.

34. THURSDAYS CHILD

Order From: Dept. of Mental Hygiene
1500 Fifth Street
Sacramento, California

Description

Overview of the problem inherent in the child with cerebral palsy. Offers patterns of behavior and programs for training and teaching the cerebral palsy child.

Time

35. WITHIN A SHADOW OF HOPE

Order From: Central Wisconsin Colony and Training School
Madison, Wisconsin 53704

Description

Description of some principles and techniques encompassed in the Bobath Approach to the treatment and management of the mentally retarded cerebral palsied. Includes physical therapy, occupational therapy, and routine ward care.

Time

19 min. B & W

36. **MULTIPLY IMPAIRED BLIND CHILD**

Order From:

Description

Film depicts types of activities recommended for multiply handicapped blind children who need to know so much about themselves and their world before they can participate actively in an academic program.

Time Color